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ABSTRACT

This study was designed to provide a rich description of the changing perceptions student teachers had about increased personal growth and enhanced global awareness as a result of teaching placements in foreign countries. The study included an examination of research on the impact of international student teaching (IST) experiences, description of two different IST programs (one at a university in the southwest, another at a university in the midwest), and comparison of the impact of an in-depth international experience on four students according to assigned international setting (host/international schools or Department of Defense Dependent Schools). For the data on students the study used autobiographical data, student teacher journals, student teacher reflections, "infograms," pre- and post-interviews, and on-site participant observation. The study concluded that student teaching experiences in international settings have the potential to change the way beginning teachers think about themselves, curriculum design, and teaching strategies. In addition, this study found that reflective essays were important for student teachers in developing greater awareness of themselves as teachers and for increased awareness of cultural differences in school classrooms. It is concluded that the international experience could promote world knowledge, understanding, and a sense of cross-cultural interdependence. (Contains 23 references.) (JB)

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CHANGES IN PERCEPTIONS: A COMPARATIVE STUDY OF THE EXPERIENTIAL LEARNING OF INTERNATIONAL STUDENT TEACHERS

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Changes in Perceptions: A Comparative Study of the Experiential Learning of International Student Teachers

"Why would you send student teachers to New Zealand? There are no New Zealanders in our schools when these students come home to teach." The question and the pronouncement from a colleague has caused us to reflect about international student teaching (IST) in a way we never anticipated. This study is a preliminary attempt to answer that nagging question: "Why would we send student teachers to New Zealand? "

In very broad terms, international experiences are often cited as making a powerful contribution to an individual's knowledge and perception of the world. Quinn (1995) suggested "international activities should become a catalyst for domestic change" (p. 34). Merryfield (1995) writing about globally oriented teachers described the experiences by which the teachers came to this global view as follows:

> As a group, we have international experiences including traveling or living in Africa, Asia, Eastern and Western Europe, and Latin America. Some of the teachers grew up with parents employed abroad, and one has married a person from another part of the world. Others learned about cultural differences as children of immigrants or within ethnic or religious minorities. Some went overseas as teenagers; two were high school exchange students. Others identify their most pivotal cross-cultural experience as rooming with a person of another race in college, a mid-life conversion to Islam, or teaching during school desegregation. Most have had profound cross-cultural experiences either in the United

States or overseas that forever altered their views of the world and interest in cross-cultural and international understanding. (p. 23).

Thus, inservice teachers who have had cross-cultural experiences document how those experiences impact their teaching and their classrooms. However, the literature has very little to say about how international student teaching experiences in contrasting settings, i.e. host school or international schools vs. Department of Defense Dependents Schools (DoDDS), change the perceptions of preservice teachers.

The purpose of this study was to provide a rich description concerning the changing perceptions the international student teachers had about: (1) increased personal growth and (2) enhanced global awareness as a result of contrasting placements. Thus, this paper first presents a brief overview of research on the impact of international student teaching experiences; second, outlines the implementation of two different IST programs; third, compares the impact of an in-depth international experience on four students according to the assigned international setting, i.e. host school/international school or DoDDS , and finally, suggests implications for teacher educators.

Theoretical Framework

This study was conducted in four international student teaching settings and focused on four student teachers' perceptions of the change in their personal and professional growth as well as their enhanced global view. The study drew heavily on the theory that international student teaching experiences for preservice educators results in personal growth, a world view, and increased professional competence (Wilson, 1993; Barnhart, 1989; Mahan and Stachowski,

1987). To develop a fuller understanding of the changing perceptions, we carefully reviewed journals and reflective essays to determine the changing perceptions of the student teachers in international settings.

Methodology and Data Collection Strategies

The methods used to explore the changing perceptions were those associated with long-term field studies (Erickson, 1986). These methods were necessary to examine the reflections of the students over time. These methods also helped develop an understanding of the settings in which these students completed their student teaching. Strategies that seemed appropriate for gathering data were case study methodology (Yin, 1989), theoretical sampling (Strauss, 1987), and constant comparative data collection and analysis (Glaser & Strauss, 1967; Strauss, 1987).

Participants and Research Context

This study of changing perceptions centered on the personal and professional experiences of four student teachers in different international settings. Using theoretical sampling (Strauss, 1987) and a case-study design (Yin, 1989), the researchers purposely selected student teachers who would provide representative profiles of international student teachers, and whose reflective essays would give teacher educators descriptive cases of the development of global awareness. Trevor, Rachel, Joyce and Jill were selected because they were all part of pilot programs in international student teaching. Throughout this paper the pseudonyms Trevor, Rachel, Joyce, and Jill are used. These student teachers also represented both elementary and secondary classrooms. Moreover, Trevor, and Rachel represented the placement in host country settings, whereas Joyce and Jill represented placement in DoDDS school settings.

Data Collection

To gain different perspectives of changing perceptions at international student teaching sites, and to establish internal validity (Mathison, 1988), the researchers individually gathered multiple sources of data throughout the study. The primary sources were autobiographical data, student teacher journals, student teacher reflections, infograms, and pre and post interviews. In addition, one of the researchers was an on-site participant observer in the DoDDS setting.

Data Analysis

Using the constant comparative method (Strauss, 1987) the team began data analysis during our first interactions with the student teachers and continued throughout the study. Initially, coding reflections and infograms for personal growth and enhanced global awareness was the analytical format. From this process, a third form of changing perceptions [substantive knowledge of teacher as learner] was identified. As the team continuously explored data we combined key quotes from the student teachers to develop a rich description of the student teachers' changing perceptions.

Overview of Research on International Student Teaching

From the early 1970s to the mid-1980s, the findings of the research community influenced the need for experiences with an international flavor for preservice educators. Stone (1975) cautions that placing a person abroad without adequate cultural orientation merely promotes a "superficial involvement in a foreign culture and may only confirm one's prejudices" (p. 9). Wilson (1982) outlines an overseas teaching program that would build from introductory to developmental to intensive experiences. Palmer, Cartford, deVargas, Trueman, and Reyes (1980)

recommends an overseas teaching experience as invaluable in that it provides an environment for examining trends and practices in U.S. education and also an opportunity for students to examine their beliefs, habits, and values. The notion, however, of providing opportunities for students to gain experiences abroad did not greatly influence preservice teacher education until the 1980s.

More recently the need to ensure that preservice and inservice teachers have a global perspective has been documented (Jarchow, 1993; McKay and Young, 1993; Willis and Enloe, 1990; Mahan and Stachowski, 1987). West (1985) lists one hundred institutions in the United States that conduct student teaching programs in a total of fifty-five countries, with the dual purpose of preparing competent teachers and contributing to worldwide understanding. In contrast, an AACTE International Education Committee Survey (1992) of 700 institutional representatives reports that "few teacher preparation programs 'infuse' the curriculum with international or global understanding" (p. 2). Mahan and Stachowski (1985) found that overseas experiences led participants to believe that preservice teacher education needs to give more attention to global and international topics in the preservice curriculum.

The literature also suggests that international teaching experiences for preservice educators results in personal growth, a world view, and increased professional competence. Wilson (1993) suggests that the impact of international experiences can be divided into two categories: (a) an enhanced global view and (b) increased personal growth and new interpersonal relationships. Earlier, Barnhart's (1989) study of student teachers in the Iowa State University program reported "notable growth in the areas of affective learning and life enhancement" (p. 13). Kelleher and Williams (1986) found that students in the Memorial University of Newfoundland program

believed their professional competence was further developed as a result of student teaching in England. In a study of 180 students involved in international student teaching, Mahan and Stachowski (1987) indicate that student teachers developed a knowledge and appreciation of different cultures, added to their repertoire of teaching skills and techniques, and increased their confidence as effective educators.

Thus, the literature provides some insight into the value inherent in international field experiences. Providing preservice teacher education students with opportunities for cultural immersion, through programs like international student teaching can be an effective way to enhance cultural sensitivity. Moreover, student teaching experiences in other countries have the potential to give novice teachers new ideas, skills and strategies that are unique. An overseas field experience helps future teachers become more aware of our increasingly interdependent society; yet, teacher educators are not in agreement about the value that international student teaching programs can play in the efforts to "globalize" teacher education curricula or to provide "greater attention to the diversity of cultural patterns both around the world and within the United States" (Jarchow, 1993, p. 23). A closer examination of the perceptions of participants in the (IST) program at a large southwestern urban university and a midwest university that focuses on teacher education will illustrate the ways in which this experience impacts those involved.

Background: Two International Student Teaching Programs

Southwestern. When the Board of Regents of a large southwestern urban university approved the IST program in early fall, 1991, few anticipated its rapid success. This program was administered through the College of Education's Council on Field Experiences. The associate

dean and director of teacher education, in cooperation with the director of international programs, had the ultimate responsibility of overseeing the program. A faculty coordinator provided the leadership. The overseas student teaching program is an optional program, open to any individual pursuing an elementary, secondary, or special education teaching license.

The stated goal of the program is outlined in the IST proposal as follows: The overall goal of an international student teaching experience is to develop among students preparing to become teachers greater appreciation and understanding of the world community through participation in a student teaching experience in another culture. From the beginning the IST program had as its core the idea that students would be placed in international or local school settings abroad. (This is a distinctive characteristic in contrast to those colleges and universities that place student teachers in DoDDS). Students are placed in international schools or in a local setting in which university linkage exists with respect to teacher preparation programs. In either case, the language of instruction is English.

Prior to their departure the students enroll in a two-credit student teaching seminar in which they explore topics related to the practical considerations of the host country: religion, climate, politics, educational system, and food. The seminar also covers material needed for the classroom, ways to avoid the "ugly American" syndrome, and the elements involved in the "heroic journey." In addition, the university director of international programs provides support in assisting students with travel arrangements and passports and visas; however, ultimately these tasks are the students' responsibility.

Once students arrive at their teaching sites, the evaluation models and support groups are seldom identical. Processes of evaluation that do work for the program include using E-mail, videotaping or microteaching, corresponding by FAX, and arranging conference calls that may include the associate dean and the coordinator of IST. Support groups sometimes evolve from the expectation that students were to become involved in all teacher-related functions of the school. The student teachers are expected to become involved not only in the school but to gain personal and professional insights by interacting with the community members and local officials (This program provides an opportunity for students to be fully immersed in a foreign culture.)

The length of the experience varies according to the specific situation and culture in which the student is involved; however, no experience is less than eight weeks in length. Participation is possible during fall, spring or summer. For a complete description of the IST program, the reader is referred to McKay and Young (1993). Since its inception in Spring, 1991 to Fall, 1993, the program in this large southwestern urban university accepted 17 students for IST sites in Africa, Australia, Costa Rica, New Zealand, and Scotland. Over the two-year period of the program each student has been required to complete infograms-- journal/reflections on topics of their choice. For example, the students are asked to write about life at school, experiences in sight seeing, the international family, taming travel stress, curriculum changes in an international setting, or any topic that provides reflection about the individual IST experience. From these infograms, there is substantial evidence that the international experience impacts both the substantive knowledge and the personal growth of the individual.

Midwestern. In contrast the program at a small midwestern university has a different focus. After almost 15 years of providing international student teaching placements in three types of settings: American Corporate School, American International Schools, and host country schools for a relatively few student teachers each year, the university approved a group student teaching program in DoDDS-Pacific in 1993. Previous international placements had been in Europe and Central and South America. Expanding opportunities into DoDDS Pacific enabled the university to offer a field experience in an Asian culture with American children of diverse ethnic backgrounds. This program was administered through the College of Education's Department of Teaching and a faculty coordinator provides the leadership. The head of the department of teaching has the ultimate responsibility of overseeing the program. The International Student Teaching Program(ISTP) is an optional program, open to any teacher education candidate pursuing an elementary, secondary, or special education teaching license.

Each semester a group of 10 to 15 student teachers are selected for the program. Since the pilot program in 1993, 52 student teachers have completed the student teaching program in DoDDS-Pacific. The DoDDS-Pacific schools follow a traditional American curriculum and welcome student teachers who are from the United States. Student teachers are placed in the DoDDS-Pacific school system with assistance from the District Superintendent's Office (DSO) staff and building principals. These student teachers are assigned to experienced classroom teachers who may or may not have had the experience of being a cooperating teacher.

Prior to their departure the students attend on-campus orientation sessions twice a month for three months. They explore topics related to the practical considerations of living and teaching on

a U.S. military base in the Pacific Rim. The seminars also cover essentials of acquiring passports, visas, military orders, transportation, billeting, and expenses. In addition, aspects of Japanese culture, traditions, currency, festivals, religion, and weather are explored by students.

From its inception this program was designed to offer a group program in an international setting. Each semester a university professor is assigned to accompany the group to the DoDDS location and remain with them during the semester as their university supervisor. All interactions with building principals, cooperating teachers, and other school personnel are coordinated by the on-site university supervisor. On-site seminar meetings which include opportunities to discuss classroom experiences with peers as well as interacting with invited speakers from the military base, the schools, or the local community are held weekly for the student teachers. In addition, a three-hour Human Relations course is taught during the student teaching semester abroad.

Orientation meetings for cooperating teachers and student teachers are held to identify requirements of the program and to describe expectations of cooperating teachers for evaluation. Staff development opportunities are provided by the on-site coordinator for local teachers who wish to participate and/or receive university credit. Selected teachers from the DoDDS school, who are also graduates of the midwestern university, serve as mentors for student teachers, either individually or in groups and often facilitate cultural opportunities. Students are expected to become involved in all teacher-related functions at their school. All DoDDS-Pacific schools at the selected site have partnership arrangements with host country schools, and student teachers participate in these exchanges.

Thus, once students arrive at their teaching sites, the components of student teaching, the evaluation models, and support groups are parallel to those in other off-campus centers established by the midwestern university. Other linkages to the campus stateside include the "Friday Fax" which is a group report to the university coordinator, compiled by one of the student teachers each week. E-mail messages to various departments on campus are also sent to secure needed information regarding financial aid, career planning, and placement and graduation.

The length of the experiences varies from 14 to 16 weeks. Typically the university schedule is followed with students leaving the states during the first week of the semester. Students complete two seven-week experiences and return on the sixteenth week prior to graduation. Participation is possible during the fall and spring semesters. During the student teaching experience, students keep journals and write reflections based on their experiences. In addition, student teachers are asked to write reflections every two weeks to share with their university supervisor on site. In the pilot program, fall 1993, students compiled daily journals in a notebook format regarding student teaching experiences.

The Impact of International Student Teaching Experience

The experiences of four student teachers, Trevor, Rachel, Joyce and Jill illustrate their changing perceptions. Using the work of Wilson (1993), the changing perceptions were grouped according to: (1) increased personal growth and (2) enhanced global awareness. We added a third category: (3) substantive knowledge of teacher as learner. Of the four student teachers selected for comparison, two -- Trevor and Rachel were placed in host schools on an individual basis; two -- Joyce and Jill were placed in DODDS schools in a group setting.

Trevor. Trevor, an elementary major, did his student teaching in a small village school on the New Zealand coast. In his autobiography required for the student teaching application, Trevor wrote about growing up on a farm "near the village of Adell, Wisconsin, learning about responsibility and hard work at an early age." Prior to applying for overseas student teaching, Trevor had travelled to Canada, the Bahamas, and Mexico.

Trevor entered the teaching profession through a non-traditional track similar to many of the on-campus students, e.g. in 1986 he was a pharmacy technician. His work with bilingual second graders and friends who encouraged him to take classes at the community college were the impetus for his elementary major that would ultimately lead him to student teach in New Zealand. In his January, 1992, application he wrote, "I have always dreamed of someday traveling to Australia and New Zealand and now this dream of mine may come true."

In his final infogram before he left for New Zealand, Trevor wrote, "I'm looking forward to having a great experience in NZ, learning as much as possible by being friendly and open and willing to accept different ideas and to respect other people and their culture. I want to be a gracious guest of NZ and a good ambassador for the U.S."

Rachel. Rachel, a secondary education major with an emphasis in business, completed her student teaching in Australia in a cooperative program with Seton College. In her application autobiography she writes, "I am hoping to do my student teaching out of the country because I have never been out of the country. I grew up in the [name of city] area and have stayed close to home. This experience has formed in my mind as a necessity if I am going to understand my students and their cultures."

Rachel is a single mom with responsibility for a sixteen year old son. Her work experience included a waitress at a local restaurant and hotel, becoming a real estate agent, and working as a receptionist and a clerical position at the college. At the age of 44 she decided she would complete her student teaching abroad. In her infogram, written as she was leaving [name of city], she says: "I was still filled with doubt and amazement at my decision to travel to Australia. A week-end venture is usually too much for me to handle. Leaving my son, my mom, my sisters and brothers and their children for ten weeks, no not me . . . yes, me!"

Joyce. Joyce, a secondary major in speech, drama, and English, grew up in a suburban community near a large city in the midwest. She attended a private college for one year before transferring to the university. During her screening interview she shared "my whole family are teachers." including her parents, a brother, and a sister. She shared their love for travel, "So it's kind of in the family to do this. Also, my aunt was in the Peace Corps and went to Malaysia and taught English in the 60's."

At the time of student teaching, Joyce was recently married and her spouse accompanied her to the overseas placement. Joyce completed her student teaching in one of the two high schools on a U.S. air base in Okinawa, Japan. In her autobiography, she shared her love for travel which began during her junior year when she spent four months studying in London, England, and touring in Europe and Russia for another month.

> "I learned so much about myself and my country during those months. I discovered my likes and dislikes of America and what my country meant to me. I also developed a taste for traveling to new places and diving into exciting cultures. I love exploring new

countries and will continue to travel abroad the rest of my life...When I graduate my husband and I plan to move overseas and continue exploring and expanding our lives with new cultures." (Autobiography, December, 1991.)

Jill. In Jill's autobiography required for student teaching, she wrote about growing up in a small midwestern community and the influence of her parents.

"My family has had an incredible influence on my education and love for learning. Both of my parents are dedicated readers and promoters of the school system, and have provided me with support throughout my education."

She attended a state university in a neighboring state before transferring to the midwestern university. During her screening interview, it was apparent that she had participated in numerous leadership programs on campus and would be a strong "role model" for the pilot program.

Jill, an elementary education major with a Spanish minor, completed student teaching in a neighborhood elementary school on a U.S. air base in Okinawa, Japan. Jill was especially interested in the DoDDS experience as her brother graduated from West Point and was working in intelligence for another branch of the service. Prior to applying for overseas student teaching, Jill had traveled to major cities in the midwest, New York, and went to England and Wales for two weeks with a university group during her freshman year. This tour included visits to elementary schools, the theater, and special events.

IMPACT OF INTERNATIONAL EXPERIENCE

Increased Personal Growth

Trevor not only learned about the schools of New Zealand, but he gained a New Zealand perspective from his home-stay with a local family. "When I think of my international family I recall Tina Turner singing 'Simply the Best', they are just that, and they have made my experience in New Zealand incredible." From the family's eleven year old Cristy, Trevor learned about going on *tramps* [hikes] and Paul, 13, who taught me about swimming in the ocean. Trevor met "many wonderful *Kiwis* " [New Zealanders] and wrote of his host family, ". . . they have touched my heart , and I hope they will visit me in the future, . . .I know I will be back to New Zealand to see them again."

Rachel's infograms were often filled with the way in which she was overcoming anxieties about speaking before groups. While in Australia Rachel met her fear head-on and volunteered at the Women's Institute, Seton College Career Day. She wrote, "I did not get ill in front of either audience . . . The two ESL classes were two of the best hours I spent in Australia. I had read about communicating with different cultures. I talked slowly, asked for clarification and detail from each student, and I learned about Portugal, Poland, Asia, India, Africa, and the students learned about the U.S., my home state most of all."

Rachel's interaction through volunteering at the Women's Institute at Seton College gave her a new perspective of women's issues. Through this high interpersonal contact, Rachel reported a noticeable change in her attitude toward women of all nationalities and a stated hope that through this experience international students on her home campus would be perceived differently.

Another area of personal growth was in the challenge of returning to the United States. Trevor wrote in one of his last infograms:

> I know that this has been a very growing experience for me. I feel as if I am a different person, and because of that I wonder if I will fit in at home. I am aware that I can never go back to the way things were, and I'm not sure I would want to, yet one question does still fill my mind, where do I go from here? The staff here has given me the inner strength and self confidence to take on this new challenge and head out into the unknown. I only wish I could take them with me. (Infogram #6)

In an infogram titled, "My Last Day," Trevor reflected on the meaning of the interpersonal relationships to his student teaching experience. "It is truly amazing how a person can become so dependent on total strangers, but without these people I would not have survived." He recognized other changes, too. He wrote, "I will miss the morning tea session. Morning tea was not just a time to drink tea, but a time to sit together with your co-workers and become friends."

In his final reflection about this student teaching experience in New Zealand, Trevor summarized:

> It's always hard to leave friends behind and this is no exception, I truly never thought it was going to be this hard to leave. They say home is where the heart is; I think I am very lucky to have two homes. (Infogram, #4)

In contrast, the journals of Joyce and Jill in the DoDDs setting in Japan reflected on relationships with other teachers in the building, with the student teachers in the group, and predominantly Joyce wrote about the relationship between herself and her cooperating teacher.

After a rocky start and a challenging secondary assignment in English, speech and drama in a DoDDS high school with experiences in direction and set design for the theatrical production of "Amadeus," Joyce wrote about her decision to student teach in the DoDDS system which affirmed her career goal. Twelve weeks into the student teaching experience, she wrote,

> I am also glad I came here. It forced me to expand my self and my knowledge. It forced me to become more than I would have ever become in [home community]. I am very glad I didn't take the easy way out. I am also glad that I had a cooperating teacher that pushed me so hard - so I could become all that I have become. And yes - I am still frightened, but I think that one will be with me forever. (Reflection #3, November 8, 1993)

During exit interviews she explained, "I appreciated it later, but I hated it when I was going through the parts."

Like Joyce, Jill also experienced a sense of personal pride in her achievements. At the end of ten weeks, Jill described her student teaching experience by comparing it to a roller coaster "full of many highs and lows and always moving at a rapid pace." Her sense of personal growth during student teaching and "the most important concept I carry away from my experience thus far," is that "no matter how fast my experience was going or in what direction it was headed, I was always able to keep up with the pace and successfully survive all encounters."

In the journals of Joyce and Jill, when interpersonal contacts were discussed, it was often about going to the Officer's Club on the base and having family meals with other teachers on base or off base.

When Joyce was ready to return home she also wrote about the difficulty of leaving the students. Her journal entry stated:

> This was a tough day. Saying goodbye to all the kids. I didn't think it was going to be that hard. . .I was sad. It was hard knowing I'll never see them again or be back again! (December 16, 1993, journal entry).

Substantive Knowledge of Teacher as Learner

Trevor reflected on his ideas about whole language and ungraded primary organization that he had studied before going to New Zealand in his curriculum classes. He wrote, "I am in a J-1 class of 16 students, 5-year-olds who spend a full day in school. The first day of school we had the students storywriting and reading a book which they took home to read to their parents and their parents would sign their reading folder to be returned the next day. The attitude of "expectation" is key to whole language, and I see it being practiced daily; all students will learn to read and write."

"Our school uses an assertive discipline program throughout the school, and it works exceptionally well in my class and has given me many good ideas to implement in the future."

Trevor's reflection was on what he had learned in books about whole language before going to New Zealand and now what he was seeing in the school. He wrote, "The attitude of "expectation" is something I am learning here; because all students are "expected" to learn to read and write, the students are more confident about reading and writing."

Another impression that Trevor shared was, "What really impresses me is how well the teachers relate to the students, respect toward the student is evident throughout the school."

Rachel's reflections included her understanding that in the local school setting an awareness of "apprentice" programs as a means of entering the work world was different than the school to work transition in the United States.

Joyce learned quickly that student teaching was not what she expected. After only a couple of days observing in the classroom, Joyce confesses her real fears to a friend we will call Bill saying:

*I don't have enough subject content knowledge.

*I have gaps in my education.

*I am not remembering things from my past 5 years of school.

*Maybe I should have stayed in C.F. at the local school with a teacher who is my friend and take the easy way out.

*I am terrified. (Journal entry, 8-24-93).

In a later reflection dated November 8, 1993, she restated these concerns and added,

> So it began. Now as I look back over the past twelve weeks I can put a lot of those concerns behind me. I have realized that I do know my subjects quite well. And that even if you do not know something you can learn--one of the easiest ways to learn is to teach it. Also I may have gaps in my education - but I realized that I can research, study, and learn those topics I am lacking. I can educate myself. (Reflection #3, November 8, 1993)

Throughout her reflections, Joyce tended to focus on her growth as a teacher. She writes about fighting to learn new teaching strategies, questioning her desire to be a teacher, wondering about

balancing a home and family, and teaching as a career, and always the journal is full of her questioning the role of the cooperating teacher.

> "My teacher was constantly pulling things out from the Study of Teaching. Motivation moves, clarity moves, constantly trying to educate me on teaching strategies. I did a lot with cooperative learning. The most significant thing is that I did grow as far as a professional. I did develop a lot of teaching skills. I think I came out of this experience [knowing] teaching is learning. (Exit interview, December, 1992)

For Joyce one of her insights that came out of this experience is knowing that "teaching is learning." She expressed a lack of preparation for the subjects she would be teaching. She explained,

> I was teaching British Literature. I had no clue I was going to teach British Literature. I would have paid more attention to my las class about British Literature. I would have looked over my notes for that class. I would have read the Canterbury Tales. I would have read the Sword of the Stone because I would get into class and I would have to teaching something I've never seen before and that was difficult. But that's one of my strengths, I think I came out of this experience [knowing] teaching is learning. (Exit interview, December, 1993)

Jill's insights about herself as a teacher and a concern for student outcomes were found in journal entries in the first month of student teaching. She cited her "strongest attribute" that has shown to be extremely helpful is "my use of self-reflection and desire for constant improvement." She writes,

"Self-reflection makes a poor lesson average, an average lesson good, and a good lesson great. Teaching is an on-going process which is always in need of a tune-up. Each lesson I give, I give it to my fullest potential. However, the next time I give a similar lesson it will be a little bit better because I am willing to adapt to suggestions, so that my students can receive the best possible instruction." (Reflection #2, September 27, 1993)

At the end of her student teaching experience, Jill identified other strengths as she reflected on her personal growth as a teacher. She shares with her university supervisor,

"After ten weeks of student teaching, I am able to identify my flexibility, effective communication skills, and self-motivation as three very beneficial traits in the field of education. (Reflection #3, November 8, 1993)

Enhanced Global Awareness

A new awareness of world issues, global dynamics, and human choices was certainly evident in the student teachers upon their return to the United States. Rachel wrote, "I had never listened to the news as closely as I did while I was overseas. I began to realize how minuscule the United States was in relation to the world as a whole. I think when I saw the weather forecast without the familiar map of the United States, I knew I was abroad."

The global perspective of the students changed. Rachel summarized:

I never realized how different and how alike we were. We discussed everything from childbirth to teenagers, and weddings and divorce. Sometimes I needed to be more open-minded, and at times I was truly shocked about ideas that they never questioned. I think I am learning to be culturally sensitive. (Infogram #2)

Another area of reflection for Rachel was her relationship with the students and faculty on the Seton College campus. She wanted to be able to encourage international students on her home campus at [name of university] stating that "if she could learn to teach in Australia, they [the international students] can overcome cultural barriers in the United States."

Trevor's awareness of global issues came with his understanding that often times in his travels around New Zealand he met "internationals" from everywhere. Trevor's surprise was that people in France and Germany come to New Zealand just to learn about the people. He had never thought of traveling for that reason.

Joyce wrote about cultural experiences in her reflections for the Human Relations course, but there was little mention of these cultural experiences or themes in the student teaching journals. In her exit interview when asked about contacts with the local culture, she expressed concern that it was hard to find time to go "on the economy" with "the time it takes for student teaching to go out and be able to do that [make local friends]. . . My friends were all in the school basically."

Cultural experiences that were described in reflections included three festivals and a visit to a Japanese high school, which was planned for the group of student teachers and held on Saturdays. The sights, sounds, and smells of the festivals were graphically described. Visits to the Japanese school included a lengthy description of the voice activated computer language instruction and availability of technology.

During this school visit, the student teachers were given myths and stories told on the island. One story was about the presence of the U.S. and Joyce commented,

It was neat to finally read their perspective on us - they see us as invaders and would really like us to leave, now. They weren't too thrilled with our presence but I didn't know the extent to which we dominate their society. This was a growing experience and I am glad I went. (Human Relations reflection, November 4, 1993)

Early in September, Jill write about visiting the cultural education classes at her elementary school. Afterwards, she commended,

Cultural education is extremely necessary I feel in our global society. As I teach different cultures during social studies units. I would like to create simple cultural corners for centers in my classroom. I'll begin with my Japan unit.

By the end of October, Jill was recording Japanese vocabulary words written in Kanji symbols in her student teaching journal.

Other outings into the local culture were described as school field trips, visits to Japanese schools, and evenings out with other students teachers and cooperating teachers at a Korean restaurant and karaoke.

"It was so neat to experience the culture. At the Korean restaurant we sat on the floor, grilled our own meats, and shared wonderful stories. (Journal, October 22, 1993)

After dinner, Jill and another students teacher were invited over to the home of one of the teachers.

Other cultural events included hash runs which were held off-base, and are organized by runners who schedule a six mile run through the local town on the island. The runners follow signs along the way. Jill wrote,

> It was one of the most beautiful runs I've ever been on! It started and finished on the side of a mountain, on which you could see both the Pacific Ocean and the East China Sea. We ran down a mountain, under a highway, along a beach, in front of a resort, through part of [town name], up a narrow trail, up a mountain...I had a great time and met a lot of interesting people. (Journal entry, October 23, 1993)

In contrast, not all the outings were as pleasant. Jill expressed her pain in observing a side of Japan that she had not anticipated in seeing the degradation of women in prostitution alley which gave her a new awareness of social issues at home and abroad.

Other social issues were discussed with her cooperating teacher. Jill expressed appreciation in her journal regarding the cooperating teacher.

> We had had a great many talks about DoDDS, how there's less crime in Okinawa, the scariness of state schools and crime, debate on welfare, the way family life affects a student, parental help and support...being away from the states, and much much more. (Journal, September 16, 1993)

As Joyce and Jill prepared to go to Japan with the pilot group of student teachers in the fall of 1993, they realized they were "trail blazers" being the first group of eleven preservice teachers to student teach on a U.S. military base with a resident student teaching supervisor. Living in Officer Billeting [housing] within walking distance to their schools gave them some autonomy and mobility. In some respects, the military base installation, although a "new culture in itself" was more like a university campus than a "foreign" country. They were also within walking distance of a "Gate [exit to host country] and could leave base at any time.

With the demands of student teaching in the DoDDS schools both students focused their reflections on student teaching and their work to become an educator in the classroom, but also included extracurricular activities. PTA meetings, sports, drama rehearsals, sponsoring high school dances, etc. In addition there was evidence from other courses that they explored "on the economy" during weekends.

Perhaps the greatest difference between Joyce and Jill was the difference between their perceptions of what student teaching would be like and the reality of what it was really like. For Jill, the elementary major who knew that she would teach 2nd grade before she arrived in Japan, experiencing the classroom reality was closely in line with what she expected. Jill's cooperating teacher was a mentor and friend and they spent many hours discussing educational and personal issues outside school time.

For Joyce, the secondary major in English, speech and drama, there was a disparity between what she expected and the realities of the classroom. After recovery from the initial shock that she would be teaching 4 or 5 preparations in a 7 period day to over 150 students, and teaching subjects she hadn't expected, i.e., British Literature, she learned that she could meet the challenge and that teaching was continually learning about her subject matter. Her relationship with the cooperating teacher, as a teacher, mentor, and friend developed throughout the experience. This was enhanced by the opportunities to work with each other during the school and most evenings with six weeks of rehearsals for the "Amadeus" production. This demanding schedule meant postponing cultural experiences for the weekends.

IMPLICATIONS FOR PRESERVICE TEACHER EDUCATION PROGRAMS

After reviewing the literature, examining the infograms and journals of the student teachers involved in the two international student teaching programs, and conducting exit interviews with each of the students in the initial program, the researchers have drawn four implications for teacher education.

First, student teaching experiences in international settings have the potential to change the way beginning U.S. teachers think about themselves, curriculum design, and teaching strategies. For example, students who have lived and student taught abroad inevitably see the world differently. Themes that begin to emerge in Rachel's and Trevor's personal reflections support the rationale for the value of such an experience. Student teachers reflect that they are focusing on people and ideas that required them to become less ethnocentric and more open-minded. In addition, they became "risk takers," have a new awareness of the complexities of the world around them, recognized unique opportunities to "depart from the way things are done at home," recognized the multi-faceted nature of language and communication skills, and saw first-hand the strengths and weaknesses of an educational system halfway around the world. Their ability to be successful in this new environment heightened their self esteem, personal identity and overall self development. Being a "risk taker" and being successful at risk taking were a powerful combination of enabling features of these two pilot programs.

Second, the realities of the classroom of the 1990's compared to the students' expectations present implications for teacher education programs. With pilot programs there will always be program components to improve and strengthen through fine-tuning. This study demonstrates the

different views between elementary and secondary majors and different views between United States and host country schools. In what ways can future student teachers be prepared for the realities of their international experiences? Or do they have to experience it [chaos] for themselves to have a change in perception between perception and reality.

As a follow up to the pilot study in the DoDDS schools, the university coordinator and student teachers in consecutive semesters collected curriculum documents, class schedules, high school student handbooks, curriculum guides, and samples of textbook series for the college of education's curriculum lab. Getting information from cooperating teachers about their class load in the semester prior to student teaching and encouraging students to write to cooperating teachers were opportunities that subsequent international student teachers had who received their placements in May, prior to the August departure for the fall semester. In reality, however, the real message from the student teachers in this study was that "teaching is learning," a reality of our profession.

This study points out the importance of reflective essays for international student teachers in gaining a greater awareness of themselves as teachers and an awareness of cultural differences in school classrooms. Trevor's reflection about an expectation that all students will learn in a reading and writing setting had a profound influence on his understanding of "expectation" for all children in a classroom at home or abroad. Rachel's struggle with the idea of a *tramp or a bushwalk* as defined in New Zealand confirms the need for teachers at all stages of development to become aware of cultural diversity and corresponding differences in learning styles and environments. Teacher education programs need to examine the opportunity for routine

reflection on international student teaching experiences as a means of understanding the student's changing perceptions about their personal and professional experience.

Third, we live in an increasingly interdependent world, teacher education institutions must provide future educators experiences that will promote world knowledge and understanding. The reflections of Trevor and Rachel suggest that they have developed a knowledge and appreciation of different cultures and increased their capability to promote positive interaction between students of diverse cultural backgrounds. The journals of Joyce and Jill give credence to the academic side of international student teaching and clearly indicate that a focus of their work in the international setting was on what kind of teacher they would become.

Fourth, student teachers need to develop cross-cultural dependency and view themselves from the perspectives of different groups (see also Banks, 1992). Analysis of the infograms from students involved in the IST program indicate that the students grew in global perspectives. Trevor's reflection that "I am very lucky, I have two homes" helped him begin viewing the world as a place to be explored and investigated. Consequently, Trevor's success in his international setting could be what Merryfield (1995) discusses when she states the need to "prepare young people for a culturally diverse and interconnected world" (p. 25). Certainly, one of the goals of international student teaching must be to help future teachers have a world view.

Why would you send student teachers to New Zealand?

Perhaps the answer to our initial question, "Why would you send student teachers to New Zealand?" comes from the artist Grant Wood who said he never really understood the United States until he had been to France. Teacher educators may need to examine Garcia and Pugh

(1992) who believe that teacher education programs at the preservice and inservice levels must cease providing teachers with a predominantly monocultural view of classroom instruction. The findings in this study are consistent with that view, and further suggests that teacher educators introduce student teachers to a global perspective that will lead them to the understanding that each one of us is part of a world community. The infograms of Rachel and Trevor as well as the journals of Joyce and Jill, four international student teachers, illustrate the impact of international student teaching experiences as providing increased personal growth and professional change as well as a world view. Finally, this study provides evidence that student teaching in an international setting gives future teachers an appreciation and knowledge of the world as well as a better understanding of themselves as individuals and as professionals.

Overall, the data suggests that the change in perception is basically a change in how student teachers see the experience as an influence on their personal lives. The analysis of the infograms and the journals further suggest the importance of the process of education rather than as a product orientation as we prepare teachers to attain an enhanced global view. To learn about other cultures and their educational systems the teacher must experience life in a different setting. This study illustrates that an international setting where the student is alone to survive and adapt gives support to the importance of cultural immersion as a means of learning about one's self. Teaching in an international school or DoDDS school setting illustrates the value of a support group in adapting to living in a new and different environment. Ultimately, in either program the changes in perceptions may not be documented until a decade later in the classrooms where these teachers teach. Presently, the two international student teaching programs provide a beginning

for preservice teachers to teach and to travel in another part of the world. Furthermore, from the reflective journals there is substantial evidence that international experiences in host schools or in DoDDS impact 1) the personal growth of the student as teacher, 2) the substantive knowledge of teacher as learner, and 3) a global awareness as a newly licensed teacher enters the classroom of the future.

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